My English Book 4

SINDH TEXTBOOK BOARD, JAMSHORO

Introductory Notes for Teachers

This book is written for students of class IV. Efforts have been made to use language in contexts which are meaningful for students. However, a language is best learnt if used naturally, so make sure you provide ample opportunities to the students to communicate with each other. One way in which you can do this is to prepare more exercises on the pattern of those given in each section. This book has five units. Every unit has six sections; each section states the objectives of that section at the beginning. Hence, make every effort to ensure that the students master the skills as stated in each section. Footnotes have been provided wherever necessary to assist you in how to conduct an activity and where to provide additional support to students. Answers to some of the exercises have also been provided on the back pages to help you.

Section 1: Oral Communication

1. This section is meant for oral practice only; make sure that all the students are involved in orally producing these dialogues.
2. Students can gain confidence through repetition. Encourage students to practice these dialogues by substituting names, places, activities, etc.

Section 2: Reading

1. The aim of this section is twofold: one, silent reading, to enable students comprehend the text and do the given exercises; two, reading aloud, to gain oral fluency, confidence, and to learn to pronounce words correctly.
2. Hence, in all the reading sections of this book, guide the students and encourage them to **a)** read silently for comprehension **b)** use pre-reading strategies (pictures/ titles/ headings/ etc.) to predict content **c)** read aloud with correct pronunciation and **d)** apply punctuation rules in reading, i.e. they should pause very briefly every time there is a comma, and pause for a longer period every time there is a full stop, question mark, or mark of exclamation (count one for a comma and up to four for the others).
3. Remind the students continuously about these various techniques so that these become a part of their reading habit.
4. **Pre Reading:** Before asking students to read the text, ask them some questions to activate their mind. This will make it easier for the students to understand the text as their prior knowledge about the topic will be activated.
5. **While Reading:** When asking students to read silently assign them a task: exercise 1 in all the reading sections. The purpose of this is twofold: one, to ensure that the students have a purpose for reading; two, they get a general understanding about the text.
6. **Post Reading:** Most of the reading activities are based on comprehension; hence they require minimal writing. Ensure that the students understand the text; do not provide the

answers, encourage and guide them to read and understand the text and find the answers. Some of the questions have been added in each reading section to help them relate the reading text with their life and experiences.

Section 3: Writing

1. The main aim of this section is to develop the students' writing skills. It is, therefore, extremely important that enough time is devoted to developing these skills effectively.
2. In order to enable learners become good users of the language, in all the writing tasks that they do, even when they write answers to questions, make sure that they use a) the correct spellings b) the correct punctuation and capitalization rules c) the proper word order d) the appropriate tenses, pronouns, and vocabulary.

Section 4: Grammar

1. The main aim of this section is to present grammatical structures to students in real life situations so that they learn not only the form but also the usage.
2. Before asking the students to do the grammar exercises, explain the rules to them. Even if they have been taught the rules previously, repeat them again to ensure that all students understand and follow the rules.
3. In addition to the exercises given in the book, try and make the students use the learnt structures in as many everyday situations as possible.

Section 5: Study Skills

Besides teaching learners how to read, write, and speak a language, it is also important to make them independent learners of a language by teaching them other skills. Hence, this section focuses on developing certain study skills, like dictionary skills, vocabulary enhancement, and creativity.

Section 6: Fun

Language is about speaking, reading, writing, and listening but it also a medium for fun and enjoyment. This section is about giving learners a chance to enjoy language and have fun with it. Hence, allow students to enjoy language by expressing themselves freely, reading aloud, acting, drawing, etc.

This part of the unit should not be tested or assessed for grading but should give freedom to students to have fun with using English.

Contents

Contents

Unit 4:

Land Reforms

Unit 5:

Taking care of the Family

Answers

Unit 1:

1.2 Exercise: 2 — i) brush our teeth = everyday, in the morning, before going to bed
ii) wash our hands = before eating
iii) clip our nails = once a week

1.2 Exercise: 3 — 1. X 2. X 3. v 4. v 5. X 6. v 7. X 8. X 9. v 10. V

1.2 Exercise: 4 — friends evening sick Sana fever talked how are you fever upset wash eating

1.3 Exercise: 2 — 1. Peel and cut an orange 2. Peel and cut a mango 3. Cut the apples 4. Add the grapes

1.3 Exercise: 4 — 1. Ali, Rehan, Faisal and Sadia were friends.
2. They enjoyed reading, coloring, eating mangoes, climbing trees and playing in the corn fields
3. They had fun in school. 4. Do you like your school?
5. What is your friend's name?

1.4 Exercise: 1 — Proper Nouns: Shiharu Japan Sarah Turkey Tokyo Istanbul Iqbal Tahir Common Nouns: girl country girl country city city boy **b**oy

1.4 Exercise: 2 — 1. c 2. e 3. a 4. b 5. D

1.4 Exercise: 3 — He They She Her It We them us him

1.5 Exercise: 2 — Red: tomato, beetroot, pomegranate, cherries, plums, strawberries, etc.
Green: spinach, okra, capsicum, apples, grapes, pistachio, etc.
Brown: wheat, potato, sweet potato, ginger, almonds, dried dates, etc.
Yellow: banana, pineapple, daal moong, cheese, butter, mango, papaya, etc.
(You can add more)

Unit 2:

2.2 Exercise: 1 — always = 5 parents = 7 do not = 6

2.2 Exercise: 2 — 1. obey = follow 2. take = accept 3. easily seen = prominent
4. anything that can hurt = harmful 5. shout loudly = yell
6. A person we do not know = stranger

2.2 Exercise: 3 — 1.**name**, telephone number, address 2. takes **3. checks, accepts**
4. Takes 5. shouts 6. Parents.

2.3 Exercise:2 —

see, me	*bee, knee, be, we*
bell, well	*jell, hell, fell, sell, tell, yell*
bit, hit	*kit, fit, lit, pit, sit, wit*
clear, near	*fear, dear, tear, gear, rear, year*
wide, side	*tide, ride, bide, guide, hide*

2.3 Exercise: 4 — First, Amina cleared the table. Then, she put the plates, bowls and spoons in the kitchen. Next, she washed them with hot water and dish washing soap. After that, she dried them with the towel. Finally, she arranged allthe Things on the shelf.

2.4 Exercise: 2 — Do's: put obey remove stay scream go
Don'ts: play open play point stand listen

2.4 Exercise: 5 — 1**. are** 2. **are** 3. a**m, am** 4. is 5. am 6. is 7. Is

2.4 Exercise: 6 — is am is is are are are are

2.4 Exercise: 7 **are am are is are are are is are is**

Unit 3:

3.2 Exercise: 1 Lahore Mardan Gwadur Sukkur Quetta

3.2 Exercise: 4 1. v 2. X 3. v 4. X 5. X 6. V

3.2 Exercise: 6
1. The four students participated in a sports event.
2. They all participated in the track races.
3. Shankar was the best participant amongst the four.
4. They exchanged telephone numbers and addresses because they wanted to keep in touch.
5. Gawadar city in the province of Balochistan has the sea.
6. The Sukkur Barrage waters the crops on millions of acres of land

3.3 Exercise: 2 ***1. Ready, steady, go! 2. Come on, fast. 3. Win the race. Get ahead. 4. Help! Help! 5. We must help them. 6. We won the race together. 7. You are true sportsmen!***

3.3 Exercise: 3 1. b 2. f 3. c 4. e 5. a 6. D

3.4 Exercise: 5
1. What is Sania doing in the kitchen in the morning? When is Sania baking a cake in the kitchen? Where is Sania baking a cake in the orning?
2. What is Asad doing in the class during his lesson? When is Asad writing a letter in the class? Where is Asad writing a letter during his lesson?
3. What is Tahir doing in the library in the afternoon? When is Taher reading a book in the library? Where is Tahir reading a book in the Afternoon?
4. What is Maryam doing in the living room at night? When is Maryam sewing a dress in the living room? Where is Maryam sewing a dress at night?
5. What is Zohra doing in the garden in the evening? When is Zahra playing a flute in the garden? Where is Zahra playing a flute in the evening?

3.4 Exercise: 6
1. Who is baking a cake because it is her sister's birthday? Why is Sania baking a cake?
2. Who is writing a letter because he has to finish his classwork? Why is Asad writing a letter?
3. Who is reading a book because he has to do homework? Why is Taher reading a book?
4. Who is sewing a dress because she wants to wear it at a wedding? Why is Maryam sewing a dress?
5. Who is playing a flute because she is learning to play it? Why is Zahra playing a flute?

Unit 4:

4.2 Exercise: 1 1. mountains 2. rivers 3. use of rivers 4. seas and oceans 5. Seaports

4.2 Exercise: 2 1. mountain 2. K-2 3. river 4. stream 5. River Nile 6. River Indus

4.2 Exercise: 3 1. f 2. c 3. g 4. a 5. b 6. d 7. e

4.2 Exercise: 5 1. K-2 2. Karachi Port 3. River Indus 4. Arabian Sea

4.2 Exercise: 6 1. hills mountain snow Mount Everest K-2 2. river stream Indus Nile 3. fishes fish rowing ferries 4. Arabian 5. Karachi Port Port Qasim Gwadar Port

4.3 Exercise: 1 1. we've 2. I 've 3. there's 4. don't 5. didn't 6. I'm 7. Isn't 8. Aren't

4.3 Exercise: 4 a) 2 b) 4 c) 1 d) 3 e) 7 f) 5 g) 8 h) 6

4.4 Exercise: 1 1. birds = tiny yellow 2. tree = tall green 3. river = large blue 4. sea = calm blue 5. mountains = huge snow-covered (white) 6. streams = small white

4.4 Exercise: 4 1. tall taller tallest 2. big bigger biggest 3. bright brighter brightest 4. small smaller smallest 5. high higher highest 6. Long longer longest

Unit 5:

5.2 Exercise: 1 i) 7 ii) 4 iii) 3

5.2 Exercise: 2 1. early in the morning 2. work 3. after morning prayers 4. Cook 5. weak and old 6. 11 0'clock 7. mother 8. Early

5.2 Exercise: 3 1. Prepares breakfast. 2. Gives Rafay a bath. 3. Waters the plants. 4. Cooks tasty food. 5. Helps children do their homework

5.2 Exercise: 4 1. Husna's family sleeps early because they all have to get up early in the Morning.
2. Husna's father drops the children to school.
3. Mother allows the children to go out and play in the evening, after they have done their home work.
4. Grandmother likes tea and rusks for breakfast.
5. After father's return from work, they all sit down to have dinner and happily share their activities of the day.
6. Parro likes to eat green chillies.

5.4 Exercise: 1 1. were playing 2. was preparing 3. were playing 4. was practising 5. were cycling 6. was working 7. was telling 8. were sitting

5.4 Exercise: 2 1. Rano = was cleaning 2. Maria = was washing 3. Rano = was cooking 4. Maria = was working 5. Rano = were playing 6. Maria = were reading 7. Rano = were trying 8. Maria = were watching 9. Rano = were having 10. Maria = were enjoying

5.4 Exercise: 3 1. I cannot speak Arabiac. 2. I can play football.
3. She can't dance but she can sing. OR She can't sing but she can dance.
4. Can they swim 100 metres? 5. I cannot come with you.

5.4 Exercise: 6 1. can 2. can 3. can 4. can 5. can't 6. can 7. can't 8. Can 9. can 10. Can't

5.5 Exercise: 4 1. care pair = share fare dare mare bare rare air fair hair
2. best rest = test nest pest vest 3. around ground = found bound drowned hound mound pound round sound
4. things brings = flings crings kings rings sings strings springs Wrings

5.6 Exercise: 1 Have you seen my banana?

UNIT .1

HEALTH AND CLEANLINESS

1.1 ORAL COMMUNICATION

The students will be able to use language orally to:

i. Lead and follow

ii. respond to instructions

Dialogue: Boiling an egg

Zahid: I want to boil an egg. Will you help me, Raza?

Raza: Yes, I will.
Take a small pot from the cupboard.

Zahid: Here is the pot.

Raza: Fill it with water.

Zahid: Ok.

Raza: Now, put this egg in the water. Be careful, it might break.

Zahid: Here you are. Now, what should I do?

Raza: Put it on the stove. The egg will be ready in about 10 minutes.

Zahid: That was very easy.

Note for Teachers:

Encourage students to repeat the dialogue to each other. For practice change names, places and activities in the dialogue. After enough practice ask pairs to come up and repeat the dialogue.

1.2 READING

By the end of this section, the students will be able to:

i. use pre-reading strategies to predict the content/vocabulary of the text from the picture by using prior knowledge
ii. locate specific information to answer questions
iii. use context to infer missing words
iv. use critical thinking to respond to the text (post reading)
v. apply own opinion to text read.

Match the pictures in column A with the pictures in column B by drawing lines to connect the two pictures.

Note for Teachers:

After the students have matched the pictures, ask them to compare their answers with their partners. Ask them to guess what the text that follows could be about.

Reading Text

SARA FALLS SICK

Sana and Sara are friends. They play together in the evening.
One day Sara fell sick. Sana went to see her.
Sara had fever. Sana talked to her.

Sana: "How are you Sara?"
Sara: I am not well.

Sana: What happened?

Sara: I have high fever and my stomach is upset.
(Sara's mother comes in.)

Mother: Sara, take this medicine for fever and stomach ache. The doctor said that you must wash your hands before eating food and also brush your teeth twice a day.
Sana: Yes, aunty, my mother also checks our nails and teeth.

Mother: You know, if your hands, nails and teeth are not clean, germs go into your stomach with your food and make you sick.

Sana: Sara, we must brush our teeth in the morning and before we go to bed.

Sara: Yes I agree. We must also wash our hands before we eat and clip our nails once a week.
(Both the friends smile)

Mother: That's right. Sana, you are a good girl.

Sara: Thank you Sana. You are my best friend.

Sana: Good bye and stay healthy.

(Zahida Haider)

Note for Teachers:
Divide the class into groups of three and ask each group to read the dialogues of Sana, Sara and mother. While the students are reading loudly or role playing the dialogues, guide the students at that time or later.

1.2 READING

Exercise 1: Read the text and find out who said the following words. Write their name in the box.

1. "What happened?"

2. "I am not feeling well."

3. "The doctor said you must wash your hands before eating."

4. "That's right."

5. "You are my best friend."

1.2 READING

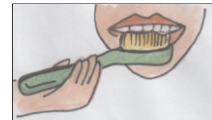
Exercise 2: Read the text and write when we must do these things.

We must	When
Brush our teeth	
Wash our hands	
Clip our nails	

Exercise 3: Read the text again and put a tick ☑ for correct sentences and a cross ☒ for the wrong ones. The first one has been done as an example.

1. Sana had fever. ✗
2. Mother's stomach was upset. ☐
3. Sana and Sara were best friends. ☐
4. Sana was a good girl. ☐
5. Both the girls played together in the morning. ☐
6. Germs make us fall sick. ☐
7. We must clip our nails everyday. ☐
8. We must brush our teeth only at night. ☐
9. Washing our hands before we eat is a healthy habit. ☐
10. We take medicines when we have fever or stomach ache. ☐

1.2 READING

Exercise 4: Read the text and complete the paragraph by filling in the blanks with appropriate words that are missing.

Sana and Sarah are______________. They play together in the ______________. One day Sara fell ___________. ____________ went to see her. Sara had ____________.Sana _______________ to her. She asked her, "___________________________________, Sara?" Sana told her friend that she had high ___________and stomach ________. Mother gave Sana medicine and told her that the doctor had said that she must _____________her hands before_______________.

Exercise. 5: Answer the following questions.

1 Do you wash your hands before taking meals?

____

2. What do you think will happen if you do not brush your teeth?

____

_

3. How do germs get into our stomach?

____

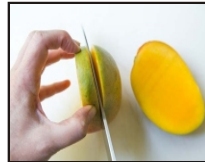
1.3 WRITING

By the end of this section, the students will be able to:
i. Write a guided paragraph using ideas gathered and organized through various strategies.

Exercise.1. Match the words with the correct picture.

1. peel an orange

2. cut the apples.

3. add the grapes

4. peel and cut a mango

Exercise. 2: Write down the steps for making a fruit salad. Take help from Exercise 1.The first and the last step have been written for you.

Step-1: First, take a bowl.

Step-2: <u>Next,</u>

Step-3: <u>Then,</u>

Step-4: <u>After that,</u>

Step-5: Finally,

Step-6: Yummy fruit salad is ready.

Note for Teachers:

Ask students to use the information in Exercise 1 to make a fruit salad. Encourage them to talk about their favourite fruits.

1.3 WRITING

Exercise 3: Now make a recipe card of your own favourite dish.

Recipe's name ____

Ingredients / Tools ____

Steps:

1. ____
2. ____
3. ____
4. ____
5. ____

The result: ____

Exercise 4: Rewrite the following sentences using comma, capital letters, full stops and question marks:

1. ali rehan faisal and sadia were friends
2. they enjoyed reading colouring eating mangoes climbing trees and playing in the corn fields
3. they had fun in school
4. do you like your school
5. what is your friend's name

Note for Teachers:

Ask the students to first brainstorm by writing what they want to make in the centre circle, as on page 10. Then, they should add other information in the other circles. After that they should write the recipe as in Exercise 2.

For exercise 4, remind the students about the rules of punctuation. Repeat the rules for commas, full stops, question marks and capitalization, if necessary.

1.3 WRITING

Exercise 5: Read the following poem and tick the food items that you like.

Healthy Food

Fruits, vegetables, meat and rice,

Are healthy foods which taste so nice.

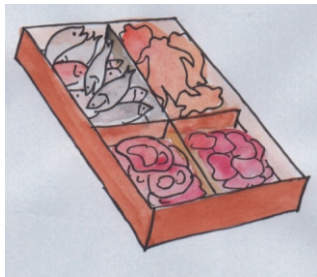
Sugar, corn, rice and wheat,

Are the best energy food to eat.

Chicken, mutton, beef and fish,

With all these make a yummy dish.

Eggs, nuts and beans you know,

All give us strength and help us grow.

Apples, bananas, grapes and mango,

Carrots, onions, peas and potato.

They protect us from getting ill,

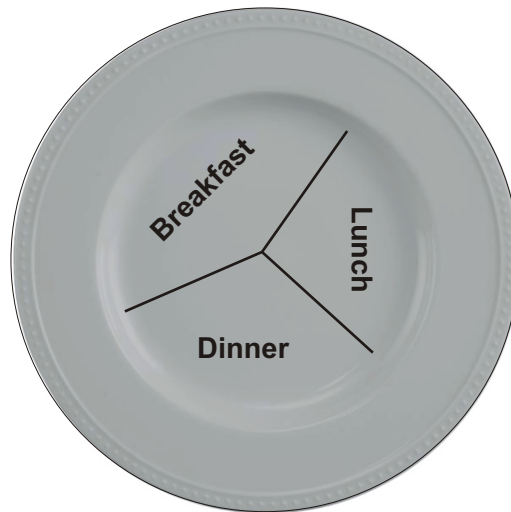
And save us from taking a pill.

(By Adeeba Ahmad)

Note for Teachers:

Ask the students to first read the poem silently and tick the food items that they like. Next, divide the class into 3 groups and ask each group to read one verse aloud. Finally, you can ask the whole class to recite the poem aloud.

1.3 WRITING

Exercise 6: Read the poem and write down the food items that you like for different meals. You can also add other items that you like but they are not mentioned in the poem, on the plate.

Exercise 7: Write a short paragraph about your favourite meal time. One has been done for you as an example.

Breakfast is the best meal of the day. I enjoy having a boiled egg with bread. In the winter, I drink a hot cup of tea after it. Sometimes, I drink plain warm milk and have bread with jam and butter. Eating a healthy breakfast keeps me active for the rest of the day.

Note for Teachers:

Ask the students to draw a big plate in their note books, just like the plate in the picture above. Tell them to select items from the poem and write them on the plate for any one of the meals. They can also add food items that are not in the poem, after writing the items from the poem.

1.4 GRAMMAR

By the end of this section, the students will be able to:

i. classify common and proper nouns

ii. use pronouns appropriately

Exercise 1: Proper nouns are special names of people, cities, countries, etc. They are always written with a capital letter in the begining.

For example: Zarina, Rashid, Karachi, Pakistan.

Common Nouns are names of people, places, animals and things. They do not begin with capital letters

For example: girl, boy, city, country

1.4 GRAMMAR

Read the text "Friends" given below. Underline the proper nouns and circle the common nouns in the story.

Friends

It was the first day of class four. I did not want to go to school. I had no friends and everyone called me, "Fatty".

I was sitting alone when a new girl came and sat beside me. She was pretty and thin with black hair. I wanted to talk to her but I was shy. She smiled at me and said "Hi. I'm Shiharu, from Japan. What is your name?"

"Hello, I'm Sarah. I've lived here in Turkey all my life", I smiled back. "Do you like Turkey?"

"Yes, but I miss my country, Japan, a lot."

"Where did you live in Japan?" I asked her.

"Tokyo." she answered. "It is a beautiful and colourful city. It has many big cars and fast trains."

"I have always lived here, in Istanbul," I said.

1.4 GRAMMAR

Then a rude boy of the class came and said, “Shiharu, why are you talking to fatty? Come play with us!” I thought Shiharu would leave me because I was fat and ugly.

Shiharu answered,"We should not say things like this, Iqbal. Sarah is a good person and I like her. She is not rude. I am sure, when you know her you and Tahir will also like her. Looks don't matter.” She took my hand in hers and smiled. The boy was angry and walked away.

“Thank you. That was sweet of you, Shiharu.” I said.

“That's all right,”said Shiharu. “You are a sweet person and you are my friend.”

1.4 GRAMMAR

Exercise 2: From the text above, write down the proper nouns in the column below. Then write down their common nouns in the next column. Two have been filled as examples. Do not repeat the same name.

Proper Noun	Common Noun
Shiharu	girl
Istanbul	city

Exercise. 3: Pronouns are words that are used in place of nouns. Match the word or group of words on the left with the matching pronoun on the right.

1. Pasha and I	a. he
2. Jamila	b. it
3. Fakhir	c. we
4. the big truck	d. they
5. Khadija and Maryam	e. she

Note for Teachers:
Explain to the student what pronounce are and how they are use.

1.4 GRAMMAR

Exercise 4: From the list of pronouns given below, pick one that can replace the underlined word(s) in each sentence. [You can use one pronoun only once].

She Them It They Us Him We Her

Sentence	Pronoun
Jamil likes reading books	**He**
Jamil and **Kamal** enjoy playing cricket	
Jasmeen will go to church on Sunday.	
Humaira will go to the shop with **Sonia.**	
The Match will be played tomorrow evening.	
Fareed and I will be sitting in the front row.	
Fareed will go with **Jamil 's parents.**	
Please give **me and my sister** some food!	
The teacher gave **Samad** good marks.	

1.4 GRAMMAR

Exercise 5: We use words like but, because, and, so, to join sentences. Read the paragraph below. Fill the blanks with a correct word from the box, to complete the paragraph.

and	so	because	but

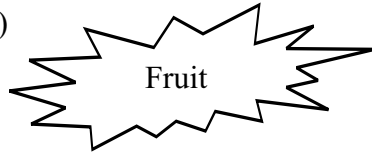
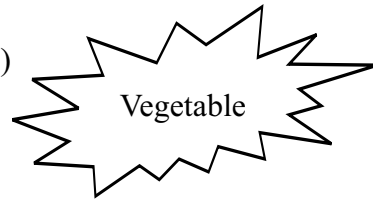
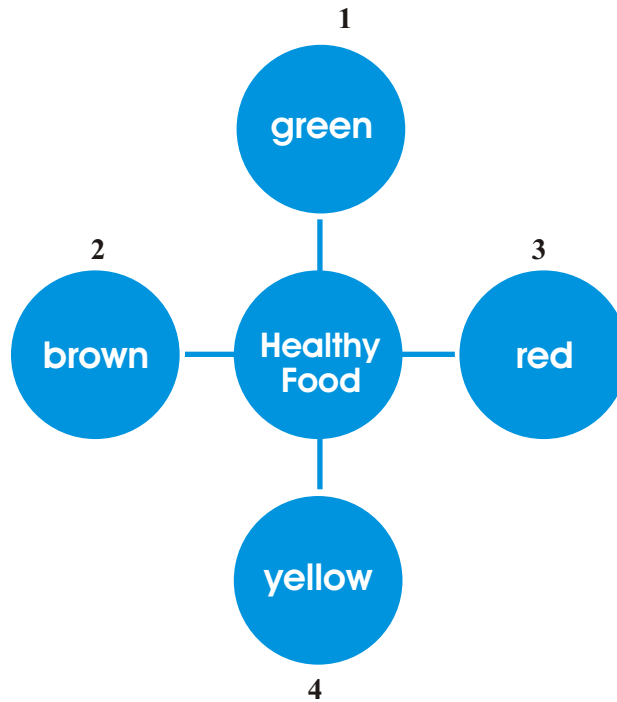
Saifullah was an old man ______________ he had lots of energy. The reason he was healthy was ______________ he always ate healthy food and washed his hands. He loved eating chicken ______________ bread. One day he was sick ______________ he did not go to the fields. He sent his son, Arif, to plough the land.

Exercise 6: Now use the 4 linking words in the box above to complete the following 4 sentences about yourself.

1. I do not like peaches _____________ I like _____________ .
2. I love eating fruits _____________ I love eating _____________ .
3. My mother loves me ___________________________ I __________________ .
4. Yesterday I did my homework _______________ my teacher ________________.

1.5 STUDY SKILLS

Health Food

Exercise 1: Make a list of at least 7 related food, which come to your mind when you hear these words:

Exercise 2: Write down two food items according to their colour! You can add more.

1.6 FUN

Hand Work

Instruction:

Divide the class into three groups. Ask one group to create a picture of a bad germ on a piece of paper. Ask another group to draw a hand on a piece of paper. Ask the third group to draw a rectangle shape on a piece of paper and write soap on it.

Now ask these groups to role play as germs attacking hands, and hands trying to reach the soap. They should hold their pictures high above so that everyone can see them. The students with the pictures of germs should say "I will make you sick" and attack the hand. The students with the pictures of hand should say "I want soap to wash my hands". And the students with pictures of soap should say "Use me to kill the germs".

Note for Teachers:

This section is for fun. Ask the students to draw pictures on their hands. Get them to colour the picture. Tell the students to speak very softly so that they do not disturb the other classes.

UNIT .2

SAFETY

2.1 ORAL COMMUNICATION

By the end of this section, the students will be able to:

i. practice polite expressions
ii. exchange social courtesies

Dialogue: One Friend Visiting Another Friend

Ahmed: Bilal, I was waiting for you yesterday.

Bilal: I 'm sorry. I couldn't come due to some work.

Ahmed. That's okay. Did you finish your work?

Bilal: Yes, I did. I came to ask you, can we go outside and play today?

Ahmed: No, I'm sorry, my mother is not home so I have to stay at home. How about playing ludo inside?

Bilal: Yes, that's a good idea. Let's do that.

Note for Teachers:

Encourage students to repeat the dialogue to each other. For practice change names, places and activities in the dialogue. After enough practice ask pairs to come up and repeat the dialogue.

2.2 READING

By the end of this section, the students will be able to:

i. infer the contextual meanings of words
ii. read silently for comprehension
iii. use pre-reading strategies (pictures/ titles/ headings/ etc.) to predict
iv. scan simple text for specific information

Pre Reading

Think about the word **'Rule'** and work in pairs and ask each other the following questions.

i. Can you think of a rule that we follow on the road?

Ii. Can you think of a rule that we follow at school?

iii. Can you think of a rule that we follow at home?

iv. Why do we follow rules?

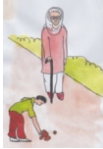
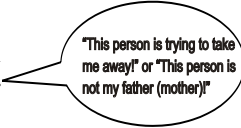
Stay Safe

My name is Maryam. My parents have taught me some very important rules that I always follow. These rules are for my own safety. I know that if I follow these rules, I will be safe. Here are some safety rules that I follow to stay safe:

Note for Teachers:

Write the word rules on the blackboard. Divide the students into pairs and ask them to discuss the 4 questions given. After the students have discussed for a few minutes ask these questions from the whole class.

2.2 READING

Here are some safety rules that I follow to stay safe:

- **I know my parents names, their telephone numbers and my address.**
- **I always take permission from my parents before I go anywhere or get into a car, even with someone I know.**
- **I always check first with my parents or a trusted adult before I accept anything from anyone, even from someone I know.**
- **I always take a friend with me when I go to play outside.**
- **If someone tries to touch me or treat me in a way that makes me afraid or unsafe. I say no, and get away from that person and shout for help.**
- **I always tell my parents or a trusted adult if I feel afraid or unsafe about something or some one.**

<u>Note for Teachers:</u>

Ask the students to read the text silently and do exercise 1.

2.2 READING

Here are a few other things that we should do and a few things that we should not do so that we and others around us can stay safe.

Do's	Don'ts
1) Put a list of important phone numbers on a wall in a prominent place	1) Do not play with a match box or match sticks.
2) Obey your parents and listen to what they say.	2) Do not open the door for or talk to a stranger.
3) Remove such things from the way which may harm any one, such as stones.	3) Do not play with sharp and pointed things.
4) Stay on the left side while walking or riding a bicycle.	4) Do not point a gun at others even if it is unloaded or a toy gun.
5) Scream if someone tries to take you somewhere, shout for help. "This person is trying to take me away!" or "This person is not my father (mother)!"	5) Do not stand alone while waiting at the bus stop or going to school or home.
6) Go home straight after school.	6) Do not listen to others, if they say "Do not tell your parents about this."

Note for Teachers:

Ask the students to read the text again and put a tick (✓) against the rules that they follow. While the students are reading draw three columns on the blackboard. Give the columns three headings (!) Rules I follow (2) Things I do (3) Things I don't do. After the students have put the ticks ask one student to read one rule and ask the class to raise their hands if they put a tick against it. Count the number of students who raise their hand and write the number in the first column. Do this for all the rules in all the columns. Once complete, praise the students for following some rules and tell them to try and follow all the other rules.

2.2 READING

Exercise 1:
Count how many times these words are repeated in the text.

always	
parents	
do not	

Exercise 2: Read the text below and find the words which match with the following meanings. The first one has been done as an example

Meaning of words	Words
obey	follow
take	
easily seen	
anything that can hurt	
shout loudly	
a person we do not know	

2.2 READING

Exercise 3: Read the text and fill in the blanks to complete the safety rules that Maryam follows:

1. Maryam knows her parents'____ their _______, and her _________
2. She ___ permission before she goes anywhere.
3. She _______ first with her parents before she ___ anything from others.
4. She _____ a friend with her when she goes to play outside.
5. She says no, gets away and ________ for help.
6. She always tells everything to her ___________.

Exercise 4:

Write your name __________________________

Your parents' names ________________________

Your Address _____________________________

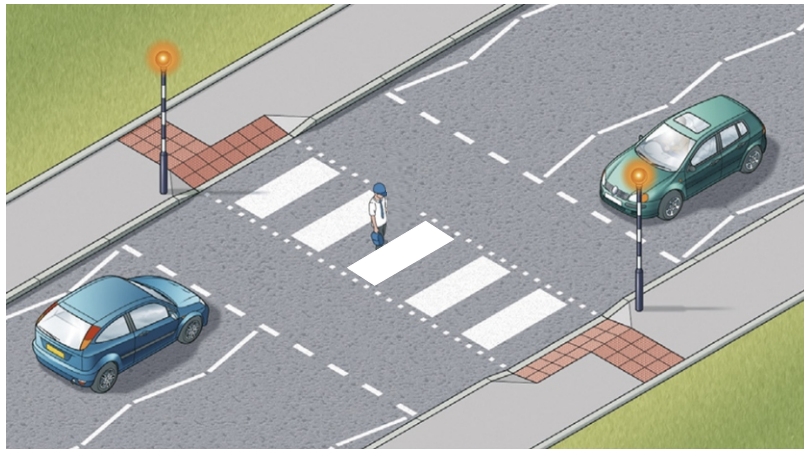
Exercise 5: Read the text and select six rules, two from each section, and write them in your note book. Begin each rule like this.

We should ....

Exercise 6: In your groups read the text and select 8-10 rules that you think are important. Write these rules on a chart. Make your chart colourful by using colour pencils, pictures, etc.

Note for Teachers:

Before asking students to do Exercise 5, discuss some example on the blackboard. For example we should tell our parents if we feel afraid of some one. For Exercise 6, divide the class into groups of 4-5 students Make sure that the students have chart paper, colour pencils, etc. They can also use paper from their note books and stick four of these together to make a small chart.

2.3 WRITING

By the end of this section, the students will be able to:

i. write a simple poem using a poem model.
ii. write sentences using correct punctuation, spelling, and capitalization.
iii. use appropriate words to write simple sentences

Exercise 1: Read the following poem, and underline the words that rhyme with each other. The first two words that rhyme have been done for you.

CROSSING THE ROAD

Up the street I look to see
If any traffic is near to me
Down the road I look as well
And listen for a horn or bell.
There's something coming, wait a bit
If I run out, I may be hit
But now the road is really clear
No car or motor bus is near
I run across the road so wide
Hurrah! I'm safe on the other side

2.3 WRITING

Exercise 2: Read the poem again and list the given rhyming words and write 2 more words rhyming with these words. The first one has been done for you.

List the rhyming words given in the poem	Write two more rhyming words
see , me	bee, knee
well , bell	

Exercise 3: Work with your partner and write a rhyming poem:

Step one: Write 3 or 4 rhyming words such as see, me, bee, and knee.
Step two: Using these words, make short sentences.

Sample 1: [fat, mat, cat]	Sample 2 [day, May, play]	Sample 3 [see, me, bee, knee]
A black fat cat Sitting on a mat	What a fine day to go out for play in the month of May	I see a tiny bee It did not bite me I ran and hurt my knee

Note for Teachers:

Ask the students to draw columns as given in Exercise 2, in their notebooks. Then ask them to do the exercise. After they have completed the exercise, ask them to share their work with their partners to see which rhyming words they have both got.

2.3 WRITING

Exercise 4: Read the following paragraph. Discuss with your partner what the correct order will be. Re-write the sentences in the correct order in your notebook.

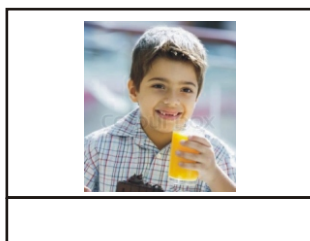
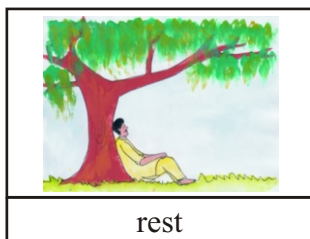
Then she put the plates, bowls, and spoons in the kitchen. After that, she dried them with the towel. Finally, she arranged all the things on the shelf. First Amina cleared the table. Next, she washed them with hot water and dish washing soap.

Exercise 5: Now, write five sentences to show what you did in your class today. Remember to use the words first, next, then, after that, and finally, as used in the paragraph excise 2 page 7. Also remember to use capital letters, commas, and full stops.

Note for Teachers:

For Exercise 4, divide the class in parts. Ask them to read the paragraph and put the sentences in the correct order by writing 1, 2, 3, etc. Then, in their own note books, they should write the paragraph in the correct order.

2.4 GRAMMAR

By the end of this section, the students will be able to:

i. recognize and use more action verbs from the extended environment, including other subjects, in speech and writing.
ii. recognize helping verb as aiding the main verbs. Identify the use of the verb 'be' as a helping verb.
iii. identify and make simple sentences with the verb 'be' as main and helping verbs.

Verbs are **action words**. Verbs are things that we do!

· Can you **run**? Yes! **"Run"** is a verb!
· Can Ahmed **eat**? Yes! **"Eat"** is a verb!
· Can Zara **write**? Yes! **"Write"** is a verb!

Exercise 1: Look at the picture and write the verb that can be used to describe each picture. The verbs are given below in a jumbled order.

open, rest, eat, fly, drink, kick

Note for Teachers:

Before asking students to do Exercise 1, discuss with the students that action words are verbs. Ask them to tell you some action words.

2.4 GRAMMAR

Exercise 2: Read the “Do” and “Don'ts” section of the Reading Text section 2.2, on page 22 and search the verbs. List them in the same order that they have been written in the text. Follow the first verb as an example.

List of Do's	1) put,
List of Don'ts	1) play

Exercise 3: Look at the pictures in Exercise 1 and make sentences using the action verbs:

Note for Teachers:

Explain to the students that the verb “be” often takes different forms, for example it becomes is, am, are. Also tell then that be and its different forms can be used both as main verbs and as helping verbs.

2.4 GRAMMAR

Exercise 4: Make at least 10 sentences using one word / phrase from each column, Circle the "be" verb if it is used as a helping verb. Underline it if it is used as the main verb. Make use of all words at least once.

I am a student. I (am) playing a game.

I	am	a student
He		my brother.
She	is	sleeping.
It		eating food.
You		funny.
We	are	playing a game.
They		brothers.

Exercise 5: Write a **"be verb"** in the blank to complete each sentence:

1) Jamila and Azra _______ good friends.
2) The teachers __________ looking at the paintings.
3) I __________ tired, so I _____ going to sleep.
4) My cat _______ drinking milk.
5) I _______ fasting today.
6) She _______ a cute baby .
7) The bird _______ flying in the sky.

Note for Teachers:

Differentiate between to be verb and helping verb. To be verb is used as main verb. However, helping verb is used with main verb in sentence.

2.4 GRAMMAR

Exercise 6: Do this exercise in your note book. Write your own name in place of Jamil and your teacher's name in place of Mumtaz. Fill in the blanks using the correct form of the verb 'be'.

My name is _**Jamil**_. I _____ a student of class IV. My teacher's name is **Mumtaz** . He/She _____ a good teacher. There _____ many students in my class. Two students __________ absent today. All of us _____ happy that we ____ in a good school.

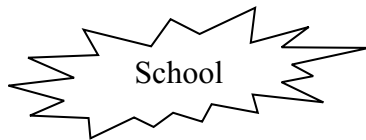
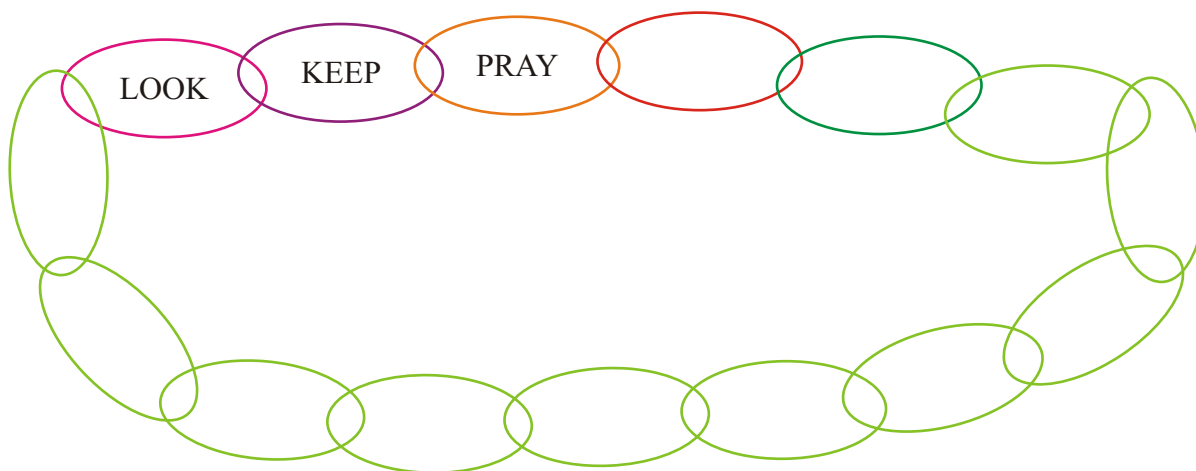
Exercise 7: Fill in the following blanks using "be" as a helping verb.

We __________ planning to have an Eid Milan party. I _______ cleaning my class for the party. Some of my friends___________ helping me. One of my friends _______ making an invitation card for the principal and teachers. Three of my classmates ___________ decorating the class. We __________ enjoying ourselves. We__________ going to share our food with each other. One of my friends ______ going to share jokes and we_______ going to play games today. Our teacher ________ helping us so that we can have a great party.

2.5 STUDY SKILLS

Vocabulary Game

Exercise 1:

Make a list at least 7 related words, which come to your mind when you hear these words.

Exercise 2: Put all the words in an alphabetical order.

2.6 FUN

Exercise 1: Form a word chain by adding one word that begins with the last letter of the word written before it.

WORD CHAIN GAME

Note for Teachers:

I. Divide the students into pairs.
Ii. Write one word on the black board and ask the students to write it on a piece of paper. There will be one paper per pair.
Iii. Tell them that they should write another word beginning with the last letter of the word given by the teacher.

2.6 FUN

Exercise 2: **ODD WORD OUT**

(Circle)the word you think is different. Write down your reason for choosing that word:

For example: mother brother (friend) daughter

Reason: A friend is not a family member.

1. boy female woman girl

   Reason:

2. shoe sandal socks boot

   Reason:

3. lake forest ocean river

   Reason:

4. chair seat table sofa

   Reason:

5. rice fish chicken beef

   Reason:

Note for Teachers:

Once the students have completed the Exercise, ask them to share their reasons.

UNIT .3

Children of Pakistan

3.1 ORAL COMMUNICATION

By the end of this section, the students will be able to:
i. use language orally
ii. express joy

Dialogue: Winning a Prize

Hakeem: Hello Ahmed, I am very happy today.

Ahmed: Tell me why?

Hakeem: I won an essay competition. I am going to get a new bicycle as the first prize.

Ahmed: That's great! When will you get your bicycle?

Hakeem: In about a week.

Ahmed: Will you give me a ride on it?

Hakeem: Sure, I will. I will not enjoy it if I don't share my gift with you.

Note for Teachers:

Students can express joy over winning other competitions and sharing with their friends different gifts that they will receive.

3.2 READING

By the end of this section, the students will be able to:

i. Use pre-reading strategies to predict the content of a text from pictures by using prior knowledge.
ii. Locate specific information to answer short questions.
iii. Provide the missing information in a gapped summary.

Pre Reading

(1)

(2)

(3)

(4)

The postcards show the children of our country wearing their regional dresses. Write below the names of the province for each picture.

Punjab   Sindh   Balochistan   Khyber Pakhtunkhwa

Picture 1) ______________________   Picture 2) ______________________

Picture 3) ______________________   Picture 4) ______________________

Note for Teachers:

After the students complete the task, ask them what they think the text will be about. If they answer children of Pakistan or children of different provinces, ask them more details, like what will the text say about them.

Reading Text

POSTCARDS FROM FRIENDS

The students were at the end of the All Pakistan Sports Olympiad. Some of the students made many good friends. Bilal was from Lahore, Sher Ali was from Mardan, Khudadad was from Gwadar and Shankar was from Sukkur. They were all participants in the track races. Bilal won the 100 metre race and Sher Ali stood second. Khudadad was in his team's relay race, it stood first and Shankar was the star of them all as he won the 400 metre race. They had become good friends as they were sharing the same room during the Olympiad.

At the time of returning to their own cities, Bilal, Sher Ali, Khudadad and Shankar exchanged their addresses and telephone numbers. They promised to keep in touch with their new friends.

After a few days of his arrival, Bilal received a cheerful postcard from Khudadad. He had written it from Gwadar, in Balochistan.

Dearest Bilal, 12 March 2017 I am on the sandy beaches of Gwadar. I wish you were here. The beach is clean and beautiful. I can see the limestone cliffs just like the ones at the back of this postcard. When you come to Gwadar we will travel to Quetta and see all the fruit orchards and beautiful places of Balochistan. Yours truly, Khudadad	Bilal Ahmed 304 Gulberg Road Shalimar 4021 LAHORE Punjab Pakistan

Note for Teachers:
Ask the students to read the text silently. Also ask them to do Exercise 1 while reading the text.

3.2 READING

After some days Sher Ali received a postcard from Shankar in Sukkur, Sindh.

Dear Sher Ali, How are you? I am missing you all. I am on a family picnic at the famous Sukkur Barrage. Did you know that the 1,524 metres long barrage is made of yellow stone and steel. It can water nearly 10 million acres of farmland through its seven large canals. I wish you were here to see this amazing place. Your friend Shankar	 Sher Ali Khan 68 Peshawar Rd Moochi Bazaar 2043 MARDAN Khyber Pakhtunkhwa Pakistan

Exercise 1: Read the text and write the names of all the towns and cities mentioned in the text.

1) ____________________________ 2) ____________________________

3) ____________________________ 4) ____________________________

5) ____________________________

3.2 READING

Exercise 2: Read the text again and write the name of the participants near their home city.

3.2 READING

Exercise 3: Write the names of two more cities from each province with the help of the map.

Sindh		
Balochistan		
Punjab		
Khyber Pakhtunkhwa		

Exercise 4: Read the text again and write (T) if the statement is True and (F) if it is False.

EXAMPLE:

The All Pakistan Sports Olympiad was just starting	**(F)**
1) Bilal and Sher Ali took part in the same race.	
2) Shankar stood first in the relay race.	
3) Shankar won the 400 metre race.	
4) The children exchanged their phone numbers.	
5) Bilal wrote a letter to Shankar in Lahore.	
6) Shankar wrote a postcard to Sher Ali.	

<u>**Note for Teachers:**</u>

Guide students on how to use a map. For Example, how to find which city is in which province.

3.2 READING

Exercise 5: Read the text and fill in the missing information. If the person received a postcard, write 'received' and if he sent a postcard write 'sent' in the last column.

Name	City	Province	Position in race	Postcard sent / received
Bilal				
Sher Ali				
	Sukkur			
		Balochistan	1st in relay race	

Exercise 6

Answer the following questions:

1) In what kind of event did the four students participate?
2) Write the names of all the races in which they all participated.
3) Who was the best participant amongst the four?
4) Why did they exchange telephone numbers and addresses?
5) In this text, which cities have the sea?
6) Which source waters the crops on millions of acres of land?

Note for Teachers:

Guide students on how to write their answers by using words from the questions.

3.3 WRITING

By the end of this section, the students will be able to:

i. write short notes to friends and family
ii. write short texts in speech bubbles
iii. write an expository paragraph (explaining a process or procedure)

Exercise 1:

Read the table in Exercise 5 of Section 3.2 and write short notes about each participant, in your note book.

The first one is done for you

1) Bilal is from Lahore in Punjab. He won the 100 metre race. He received a postcard from Khudadad.

2) Sher Ali ____

____

3) Khudadad ____

____

4) Shankar____

____

3.3 WRITING

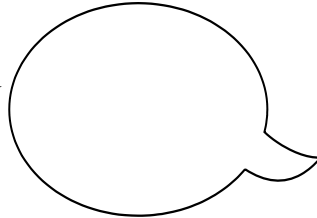
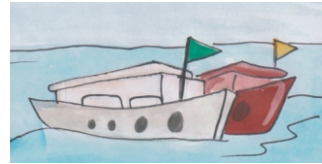
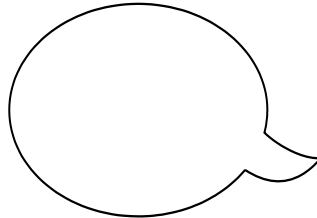
Exercise 2

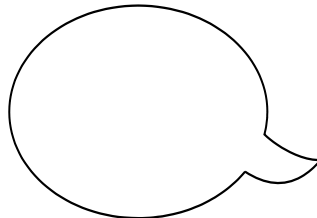
Read the beginning of the story and follow the story in the pictures. Choose one statement from the circles below and write it in the correct speech bubble. Two bubbles have been done as examples.

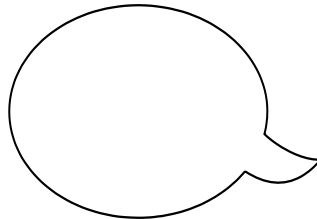
SPORTSMANSHIP

It was a cold, cloudy day in January. The boat race was about to start. People had come to the River Indus to cheer for their teams.

The starter said, **Ready, steady, go!**

The people shouted, **Come on! Fast!**

Two boats were winning and people shouted,

3.3 WRITING

Suddenly, one boat over turned and the people in it shouted.

People in all the other boats said,

After helping their friends, they all reached the finishing line together and said,

All the people were very happy and they said,

Note for Teachers:

Explain to the students how they should fill the speech bubbles. After the students have completed the task, divide them into two groups. Ask both the groups to prepare and act out the above scene. Tell them that the best group will be the winner.

3.3 WRITING

Exercise 3: Put the following sentences in the right order. You have to write them in the order that they happen. Put the order number in the dash given at the end of each section. After doing it, compare your answers with your partner and make changes if needed. The first one has been done for you.

(a) We buy flour from the shopkeeper. ________

(b) Many people work so that we can eat bread. ___1___

(c) The factory people buy the wheat and make flour. ________

(d) Finally, we make bread and eat it. ________

(e) The shopkeepers buy the flour from the factory. ________

(f) The farmer works hard and grows the wheat. ________

Exercise 4: Write a paragraph using the above sentences in the right order, in your note book

Exercise 5: Write five sentences about what your mother does so that your food is ready.

1. (gets up early) She gets up early in the morning.
2. (cleans rice) ______________________.
3. (cuts vegetables) ______________________.
4. (cooks rice) ______________________.
5. (makes curry) ______________________.

Exercise 6: Now write a paragraph in your note book using the above sentences.

My mother works hard to cook our food. She ______________________

____

____

____________. When I come home, ________________.

Note for Teachers:

Guide the students how to write a process paragraph, step by step. Tell them that all the steps have to be in the right order.

3.4 GRAMMAR

By the end of this section, students will be able to:
i. use helping verbs and write sentences
ii. write a paragraph using these words.
iii. asking 'wh' questions using what, where, when, who and why.

Exercise 1: Helping verbs (is, am and are) used to write sentences where the verb has 'ing'.

For example:
We <u>are</u> going (go + ing)
He <u>is</u> working with you (work + ing)
Helping 'is' is used with singular nouns or pronoun and with plural noun or pronoun 'are' is sued.

From the box below pick one part of the sentence from column 1, one from column 2, and one from column 3 and write complete sentences in your notebook. (The words in column 2 are helping verbs). You can select each part from column 1, 2 and 3 only once. For example: They are walking on the street.

1	2	3
They	is	eating bananas.
We		going to the mosque for prayers.
You		walking on the street.
It		mending a pair of shoes.
He	are	going to Larkana to visit their relatives.
The cobbler		very busy in cleaning home.
The barber		reading the Holy Quran.
Ahmed and Faraz		cutting my hair.

<u>Note for Teachers:</u>
Explain to the students the use of helping verbs when using the "ing" form. Do some examples on the blackboard before asking the students to do Exercise 3.

3.4 GRAMMAR

Exercise 2

It is important to know the order of the events that take place in a story. It helps you understand what you read. Read what Bilquis does in the morning. Look at the order in which she does everything. This is what she tells her friend.

First, I get out of bed. Next, I get dressed. Then, I eat breakfast. After breakfast, I brush my teeth and make my lunch. Finally, I get on the bus and go to school.

After reading the text above put Bilquis's activities in the morning in an order. Remember to put the linking words (after, then, finally and first), as these show the order of events.

__________________, I get on the bus and go to school.

__________________, breakfast, I brush my teeth and make my lunch.

__________________, I eat breakfast.

__________________, I get dressed.

__________________, I get out of bed.

3.4 GRAMMAR

Exercise 3

Ask your partner the following questions about what he/she does after coming home from school and write a similar paragraph

Q1) What is the first thing you do when you return from school?

____

Q2) What do you do next?

____

Q3) After that what do you do?

____

Q4) What do you do finally before going to bed?

____

Exercise 4

Write a paragraph about your partner's routine. Remember to use the pronoun 'he' for a boy and 'she' for a girl. Also remember to use "s or es" with the verb. You can begin like this: My friend's name is ______________. After returning from school he/she first

____

____

Note for Teachers:

Divide the students into pairs. Tell them to ask each other the questions given above and write the answers. After that, ask them to write a paragraph similar to Bilquis' paragraph. Remind them to use the words first, next, after that and finally.

Remind the students about the rule of using 's' or 'es' with the third person singular, that is, single nouns and pronouns for example Sana eats food. She does her homework.

3.4 GRAMMAR

Exercise 5:

Ask your mother similar questions and write a paragraph about her daily routine.

____

____

____

____

____

____

____

Exercise 6:

Make three questions for each sentence given below. The questions should begin with "what", "where" and "when". First look at the example below. Notice that the answer begins in the same way but the ending is different.

Example: ***"Samad is kicking the ball in the playground after school"***

Q1) What is Samad doing?
Samad is kicking the ball.

Q2) Where is Samad kicking the ball?
Samad is kicking the ball in the playground.

Q3) When is Samad kicking the ball?
Samad is kicking the ball after school.

Make three questions for each of these sentences.

1) Sania is baking a cake in the kitchen in the morning.
2) Asad is writing a letter in the class during his lesson.
3) Tahir is reading a book in the library in the afternoon.
4) Maryam is sewing a dress in the living room at night.
5) Zohra is playing a flute in the garden in the evening.

<u>Note for Teachers:</u>

Before asking the students to do exercise 5 and 6 discuss the example with the students by writing it on the blackboard. Take other examples if the students have difficulty in understanding what they should do. Explain to the students how to do this exercise. Tell them to use a different `wh` word for each question (what, when, where, why, who).

3.4 GRAMMAR

Exercise 7

Make two questions for each sentence given below. The questions should begin with "what", "who" and "why". First look at the example below.

Q1) Who is kicking the ball?
Samad is kicking the ball.

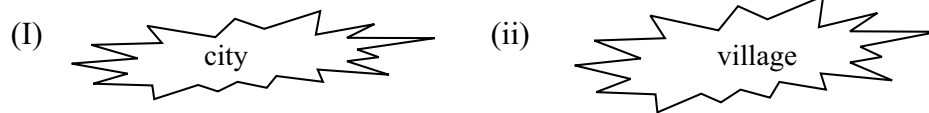
Q2) Why is Samad kicking the ball?
Samad is kicking the ball because he loves to play.

Make two questions for each of these sentences, using 'who' and 'why' as shown the example above.

1) Sania is baking a cake because it is her sister's birthday.
2) Asad is writing a letter because he has to finish his classwork.
3) Tahir is reading a book because he has to do homework.
4) Maryam is sewing a dress because she wants to wear it at a wedding.
5) Zohra is playing a flute because she is learning to play it.

Exercise 8: Your friend gives you the following answers. Write down the questions that you asked. The first one has been done for you. Each question will begin with a different "wh" word.

Q 1. What are you doing?
Ans: I am doing my homework.
Q 2: ______________________________.
Ans: My book is in my bag.
Q 3: ______________________________.
Ans: I am going to Lahore tomorrow.

Q 4: ______________________________.
Ans: I am laughing because I am happy.
Q 5: ______________________________.
Ans: I am eating a mango.
Q 6: ______________________________.
Ans: My best friend is my mother.

Note for Teachers:
Discuss with the students how these different questions are formed.

3.5 STUDY SKILLS

Vocabulary.

Exercise 1:

Make a list of at least 7 related words which come to your mind when you hear these words.

Exercise 2: Put these words in an alphabetical order.

Exercise 3:

Draw a line to match the ordinal numbers in words with the numbers in figures.

fifth	1st
second	2nd
sixth	3rd
first	4th
third	5th
ninth	6th
fourth	7th
seventh	8th
tenth	9th
eighth	10th

Note for Teachers:

Tell students that they have learnt ordinal numbers in grade three. Remind them by asking question and by doing interesting activities.

3.5 STUDY SKILLS

Exercise 4:

Write the ordinal number of the grey stars. The first one has been done as an example:

Figures	Words
7th	Seventh
______	______
______	______
______	______
______	______
______	______
______	______
______	______
______	______
______	______

UNIT. 3.6 FUN ACTIVITY

Detect Errors

Exercise 1: Spot the differences between the two pictures below. Work with a partner and say what the difference is. There are 4 differences.

3.6 FUN ACTIVITY

Exercise 2: Students can play a game "Teacher Says". Students have to remember the codes and perform the actions. When the teacher says something they have to perform an action.

When the teacher says\ the name of	**Action**
an animal	jump forward
a flower	clap their hands
a fruit	jump backwards
a colour	stamp their feet
a dress	click their fingers

Note for Teachers:

Explain the rules of the game. Tell the students that when you say the name of an animal, for example 'horse' they have to jump forward and so on. Try and play this game in an open place.

UNIT .4

LAND REFORMS

4.1 ORAL COMMUNICATION

By the end of this section, the students will be able to:

i. express opinion

ii. politely agree / disagree

Dialogue: Buying Shoes

Ayesha: Uncle, please show us the brown shoes.

Bano: This is a nice colour. But I think the size is too big for me.

Ayesha: How about the red shoes?

Bano: Oh no! the colour is too bright.

Ayesha: Ok, fine. What about these?

Bano: I think this grey pair is fine.

Ayesha: Uncle, we will buy these shoes

Note for Teachers:

Encourage students to repeat the dialogues to each other. For practice change names and things, like 'shirt' instead of 'shoes' in the dialogue. After enough practice ask pairs to come up and repeat the dialogue

4.2 READING

By the end of this section, the students will be able to:

i. infer the contextual meanings of words
ii. read silently for comprehension
iii. use pre-reading strategies to predict content / vocabulary of text from picture and title etc by using prior knowledge
iv. scan simple text for specific information.

Pre Reading:

Guidelines for teachers:

Write down the following words on the blackboard: mountain, hill, valley, river, sea, stream. Now ask the students to do the following actions and guess what the land form is by choosing one word from the blackboard.

i. Join your hands by putting your fingers together. [Mountain]

ii. Hold your hands with one hand covering another. [Hills]

iii. Join your hands at the wrist/elbow. [Valley]

iv. Move your hand like a river moving on the land. [River]

v. Move your fingers like water flowing down from a mountain. [Stream]

vi. Move hand up and down. [Sea]

vii. Open your hands but closer together. [Lake]

viii. Open your arms and hands wide. [Sea/ Ocean]

Note for Teachers:

Try out this activity at home before doing it in the class. Ask someone to help you so that you can guide the students to make proper shapes.

4.2 READING

Land Reforms

Reading Text

1. These are mountains and hills. They are high above the ground. A mountain is higher and steeper than a hill'. Some mountains have trees growing on their sides and some are barren. The high mountains have snow on their peaks. The highest peaks in the world are "Mount Everest" and K2. Mount Everest is in Nepal and K2 is in Pakistan.

2. The water flows fast down a hill or a mountain. This is a river, which has fresh water .A river is broader than a stream. As the river flows down on the plains, it gains more water from other streams, rivers, springs, rainfall, and other water sources.
When small rivers join together they make a large river, such as **the River Indus** in Pakistan and **the River Nile** in Egypt.

3. Rivers give us water for drinking, cooking, washing and for watering our fields. They have a lot of fishes. People fish along the bank of rivers. They use rowing boats and ferries to cross the river. If the water overflows from the bank of a river it can cause floods.

4. This is the mouth of the river, the place where it slowly flows into the sea. The River Indus falls into the Arabian Sea. Do you know that seas and oceans have salty water? Seas are smaller than oceans.

5. Here is a big seaport where the sea water is deep . You can see some huge cargo ships here. Cranes are loading things on the ships. Pakistan has three main ports: the Karachi Port, Port Qasim and the Gwadar Port. The Karachi Port is bigger than the other two ports.

Note for Teachers:

Ask the students to read the text silently and do Exercise 1. Tell them that the boxes are numbered so they should read them in the right order.

4.2 READING

Exercise 1: Read the text and circle the correct answer.

a. Box 1 tells us about...
   i) rivers ii) valleys iii) mountains

b. Box 2 tells us about …
   i) rivers ii) lakes iii) oceans

c. Box 3 tells us about the ...
   i) use of rivers ii) use of seas iii) use of mountains

d. Box 4 tells us about …
   i) trees and plants ii) seas and oceans iii) mountains and hills

e. Box 5 tells us about …
   i) sea ports ii) air ports iii) bus stops

Exercise 2: Read Boxes 1 and 2 find out what these are. The first one has been done for you.

Who am I?	
1) I am way above the ground, I am steeper than a hill.	mountain
2) I am in Pakistan and I am one of the highest peaks.	______________
3) I flow fast on the land and I am larger than a stream.	______________
4) When I join with others I form a river.	______________
5) I am a river but I am in Egypt.	______________
6) I am a river but I am in Pakistan.	______________

4.2 READING

Exercise 3 Read Boxes 3, 4 and 5 and match column A with column B. Write the correct alphabet in the column in the middle. The first one has been done for you.

	A	Correct Answer		B
1.	Mountains and hills are	**f**	a.	it can cause flood.
2.	A river gives us		b.	where it slowly falls into the sea.
3.	People use		c.	water for drinking cooking and washing.
4.	When a river overflows		d.	have salty water.
5.	The mouth of the river is		e.	the water is deep.
6.	The seas and oceans		f.	high above the ground .
7.	At the sea port		g.	rowing boats and ferries to cross the river.

Exercise 4: Write the above in complete sentences in your note book.
Example: Mountains and hills are high above the ground.

Exercise 5: Complete the table by writing the facts given in the text.

The highest peak of Pakistan	The largest port of Pakistan	The largest river of Pakistan	The sea near Pakistan

4.2 READING

Exercise 6: Fill in the blanks by reading each part of the text.

1. The mountains and __________ are high above the ground. A __________ is higher and steeper than a __________'. The high mountains have __________ on their peaks. The highest peaks in the world are __________ and __________.

2. A __________ is a bit broader than a __________. ____________is the largest river in Pakistan. The river __________ is the largest river in Egypt.

3. A river has a lot of __________ in it. People __________ along the bank of river. They use __________ boats and __________ to cross the river.

4. The River Indus falls into the __________ Sea.

5. Pakistan has three main ports: __________ , __________ and __________

4.3 WRITING

Speech Bubbles

By the end of this section, the students will be able to:
i. fill in the speech bubbles
Ii. write dialogues in the speech bubbles to complete short stories

Exercise 1: In the following exercise, change the given statements into their short forms and write the complete sentences in the speech bubble. The short forms that you can use are given below. The first sentence has been done as an example.

isn't, we've, don't, there's, I 've, aren't, I'm, didn't

1. We have finished our food.

2. I have seen you before.

4.3 WRITING

3. There is a river.

4. I do not know about China.

5. She did not do this.

6. I am doing my home work.

7. This is not the book I want.

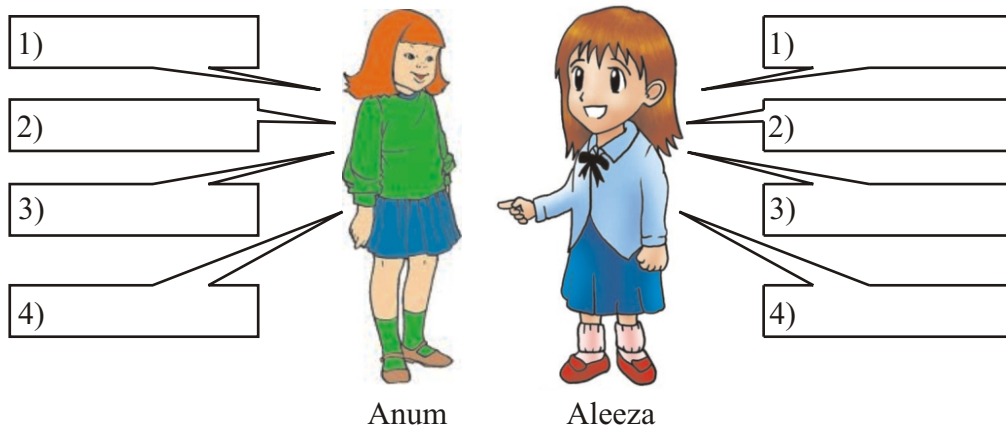
8. We are not going to the shop.

4.3 WRITING

Exercise 2: Read the dialogues given below and complete the title.

A Trip to the ____________

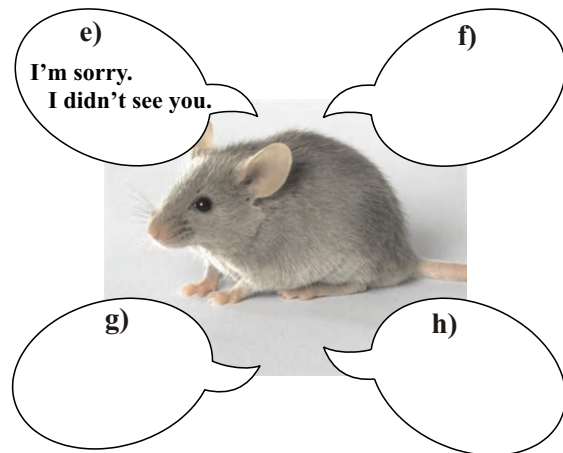
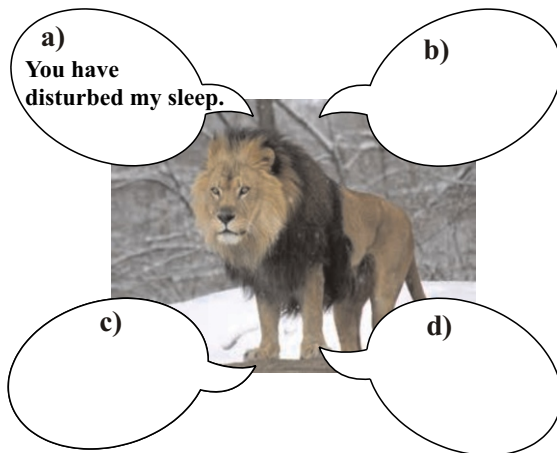
Exercise 3: Write the following dialogues in the speech bubbles. One dialogue each of Anum and Aleeza is missing. Guess what that dialogue could be and write it in the speech bubbles.

Anum said, "Hi, Aleeza. How was your trip to the zoo?"
Aleeza said, "It was a happy and exciting trip."
Anum said, "Really? What animals did you see?"
Aleeza said, "I saw five big brown monkeys. They were big and fat."
Anum said, "………………………………………………………………?"
Aleeza said, "……………………………………………………………..”

Note for Teachers:

Ask the students to role play these dialogues.

4.3 WRITING

Exercise 4: Read the following story and complete it by filling the speech bubbles. The dialogues are given below in a jumbled order. Write the number of the correct dialogue in the bubble. Two examples are given for you.

Lion's Dialogues

1. Why should I let you go?
2. You have disturbed my sleep.
3. How can a small mouse help a big lion?
4. Now I'm going to eat you.

Mouse's dialogues

5. Please don't eat me. Please let me go.
6. I don't know but I promise I'll help you.
7. I'm sorry. I didn't see you.
8. I may be able to help you some time.

THE MOUSE AND THE LOIN

One day, a mouse was playing in the jungle. A lion was sleeping there. The mouse did not see it. It ran over the lion's foot. The lion woke and caught the mouse. He said:

So the lion let the mouse go. A few days later the lion was caught in a hunter's trap. The little mouse saw this and tried to help the lion. With his sharp teeth he cut the rope and the lion was free. "Thank you, little mouse for saving my life" said the lion.

The mouse said, "You saved my life so I was able to save your life."

Exercise 5: Write the complete story in your notebook. You can add phrase like: 'The lion said or 'The mouse said.

Note for Teachers:

Ask the students to work in pairs. Tell them to read the first part of the story. Then discuss and decide which of the dialogues will be in the first, second, third and fourth bubbles, for both the lion and the mouse. Next, they should write the number of the dialogues in the bubbles in the correct order. After the students have finished writing, divide them in groups of three and ask them to role play. One student can read the beginning and end of the story, one the dialogues of the lion and one the dialogues of the mouse. For answers see the back pages.

4.4 GRAMMAR

By the end of this section, the students will be able to:

i. identifying the adjectives from the given text.
ii. identifying the adjectives and classifying adjectives of size and colour.
iii. using comparative adjectives.
iv. articulating, identifying and using degrees of regular adjectives.
v. use contrection

Exercise 1: Read the dialogue and then complete the table that follows by selecting the adjectives used in the dialogues to show the size and colour of the things given in the table.

IN AN ART CLASSROOM

Maryam: Oh, Rehana, your drawing is beautiful.

Rehana: Do you really think so?

Jamila: Sure. Look at these tiny, yellow birds on the tall green tree. They look so nice.

Rehana: Well, thank you. And what about the colour of the rivers?

Jamila: I think the large blue river is beautiful.

Rehana: Do you think so?

Jamila: I also like the calm, blue sea.

Rehana: Thank you.

Jamila: Look at the huge, snow-covered mountains with small, white streams. They look so real.

Rehana: Thanks for these nice comments.

Things	Size	Colour
birds	tiny	yellow
tree		
river		
sea		
mountain		
streams		

Note for Teachers:

Tell the students that adjectives are words used to describe a noun (people, places, things) and pronoun. For example, telling us about their colour, size, etc.

For example: A long shirt, A long, white shirt.

4.4 GRAMMAR

Exercise 2: Work in pairs and describe each other's bag , pencil, house and hair by using size and colour adjectives.

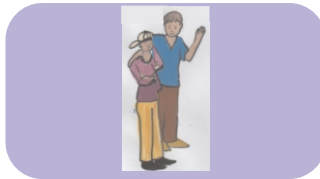
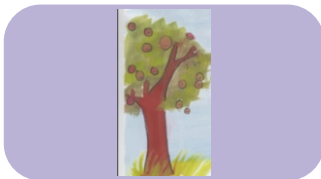
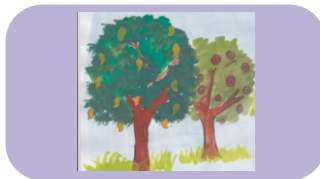
Exercise 3: Write 8 sentences in your notebook describing your bag, pencil, house and hair and your friend's bag, pencil, house and hair. You can begin like this:

I have ______________________________

My friend has ________________________

4.4 GRAMMAR

Exercise 4: Complete the sentences under the pictures by adding the positive comparative, and superlative degrees of these words: small, long, big, high, tall, bright. The first one has been done as an example.

1.

Picture A	Picture B	Picture C
i) Ahmed is a tall boy.	ii) Ahmed is taller than Shiraz.	iii) Sameer is the tallest boy.

2.

Picture A	Picture B	Picture C
i) The apple tree is _______.	ii) The apple tree is ___ than the guava tree.	iii) The mango tree is the ____.

3.

Picture A	Picture B	Picture C
i) This bulb is _______	ii) The moon is ________ than a bulb.	iii) The sun is the _________

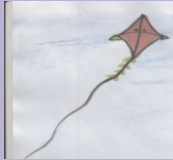
Note for Teachers:

Tell the students that there are three degrees of adjectives.

1. Positive Adjective 2. Comparative Adjective 3. Superlative Adjective

For example, big, bigger, biggest and short, shorter, shortest.

4.4 GRAMMAR

4.

Picture A — i) This is a _________ black duck.

Picture B — ii) This white duck is _______ than the black duck.

Picture C — iii) The pink duck is the ________ duck.

5.

Picture A — i) A kite is flying______.

Picture B — ii) A bird is flying _____ than the kite.

Picture C — iii) An airplane is flying at the _____ level.

6.

Picture A — i) Asiya has ______ black hair.

Picture B — ii) Asma has _______ hair than Asiya.

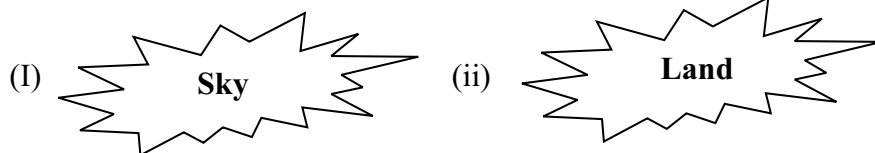
Picture C — iii) Anum has the _______ hair.

Exercise 5: Describe three of your class fellows by writing about their height (tall/short), shoes size (small/large) and age (young/old), in comparison to each other.
For example: Who is young?, Who is younger?, and Who is the youngest?

Note for Teachers:
Orally, discuss exercise 5 in the class, then ask the students to describe three of their friends by writing about them.

4.5 STUDY SKILLS

VOCABULARY GAME

Exercise 1: Make a list of at least 7 related words, which come to your mind when you hear these words.

Exercise 2: Put all the words in an alphabetical order.

Exercise 3: Work in groups of five and make maximum meaningful sentences by using as many of the following words as you can. You have 10 minutes only to complete this task.

1. a, it, the, she, is, we, of, house, car, fast, slow, blue, went, live, happy, up, to, he, sister, will, no,

2. yesterday, who, go, food, see, run, small, am, I, rabbit, movie, meet, but, think, can, cycle,

3. fly, because, so, there, on, should, under, here, be, my, red, eat, not, today, tree, school, why,

4. really, please, yes, quiet, seen, a, park, peacock, be, you, have, my.

Note for Teachers:

Divide the class into groups of 5 students and give 10 minutes to each group.Check the sentences of each group. The group that writes the maximum meaningful sentences correctly ,will be the winner.

4.6 FUN

Exercise 1: Fun with adjectives (Riddles)

1. I can see something hard and it has four legs.
2. I see something in the room. It has long three arms. It goes round and round.
3. I can see something like round with a white plate. It has 2 spoons on it.
4. I can see something like a small room but it has 100 soldiers wearing the same coloured helmet in it.

Exercise 2: **Think, Play and Say! (Yes, it is. No, it isn't)**

Note for Teachers:

Ask students to write riddles about things in the school / class/ home and ask from each other. Divide the class into pairs and follow the steps given below .Explain these steps to students before playing the game. The teacher can also play one step with the students.

1) Student A will write and say
"I can see in front of me something beginning with _______ . (Starting alphabet)

UNIT .5

Taking care of the Family

5.1 ORAL COMMUNICATION

By the end of this section, the students will be able to:

I. Seek permission

DIALOGUE: In the Classroom

Gulnaz: May I come in, please?

Teacher: Yes you may.

Mahnoor: May I go to the washroom?

Teacher: No. Wait till the bell rings.

Munira: Teacher, can I also go when the bell rings?

Teacher: Yes you can.

Note for Teachers:

Encourage students to repeat the dialogue to each other. For practice change names, places and activities in the dialogue. After enough practice ask pairs to come up and repeat the dialogue.

5.2 READING

By the end of this section, the students will be able to:

i. Use pre-reading strategies to predict the content vocabulary of a text from picture and title etc by using prior knowledge.
ii. post-reading: use context to choose correct words
iii. use critical thinking to respond to the text

Pre Reading

Ask the students to fill in the blanks to state their daily routine.

1. I get up at___________ .
2. I go to school at ____________ .
3. I have _________after coming back from school.
4. I_____________ before going to bed.
5. At night I ____________________________.

Note for Teachers:

Before asking students to read the text tell them about your daily routine. Write these words on the board: evening, morning, 6 O'clock, 7 O'clock, brush my teeth, lunch, read bedtime stories. Then ask the students to fill in the blanks.

Reading Text:

MY FAMILY

Husna has a small family. Her mother gets up early in the morning. After morning prayers, she prepares breakfast for the family. Then she helps Husna's younger brother Hammad and sister Fatima to get ready for school. Father also gets ready to drop the children to school and then goes to work. Mother says goodbye to all.

Husna's little baby brother, Rafay wakes up early too. Mother cuddles Rafay and gives him mashed bananas with milk. She gives him a bath and changes his clothes. Rafay always looks good. Then Husna's mother goes outside in the garden to water the plants and gives Parro the parrot some green chilies to eat. By this time, grandmother is awake. She is old and weak. Mother attends her and serves her tea and rusks.

After this, she finds time for watching television or reading a newspaper. She knows how to use her time wisely. Around 11 o'clock, she starts cooking the lunch. She is a good cook. She prepares simple, tasty and healthy dishes.

In the afternoon when the children are back from school, she gives them lunch. After lunch she helps them with their lessons and sees that they do their homework. She allows them to go out to play with their friends, in the evening.

When father comes back from work, they all have dinner together and happily share their activities of the day. They all go to bed early, because they have to get up early the next day. Husna's mother spends a busy day, every day.

Note for Teachers:

Ask the students to read the text silently and do Exercise 1.

5.2 READING

Exercise 1: Read the text to find out the following:

1. Number of people in Husna's family__________
2. Number of females in Husna's family_________
3. Number of males in Husna's family___________

Exercise 2: Read the text and circle the correct answer:

1. Mother gets up, (early in the morning, late in the morning, in the evening)
2. She prepares breakfast (at night, in the afternoon, after morning prayers).
3. Father gets ready for work, (after the morning walk, after reading the newspaper).
4. Mother is a good (gardener, writer, cook).
5. Grandmother is (weak and old, strong and healthy, wise and wealthy).
6. Mother cooks lunch and dinner at (1 O 'clock, 5 O'clock, 11 O' clock).
7. Children do their homework with (grandmother, father, mother).
8. The family goes to bed (at 6 o'clock, early, late at night).

Exercise 3: List 5 important duties done by Husna's mother

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Exercise 4: Answer the following questions.

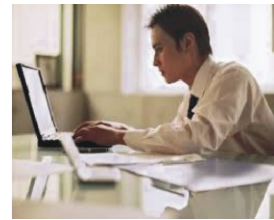
Q. 1 Why do they sleep early?

Q. 2 Who drops the children to school?

Q. 3 When does mother allow the children to go out to play?

Q. 4 What does grandmother like for breakfast?

Q. 5 What does the whole family do after father returns from office?

Q. 6 What does Parro like to eat?

Exercise 5: Write down 3 things that your mother does every day.

a.

b.

c.

5.3 WRITING

By the end of this section, the students will be able to:

i. write short informal invitations, showing purpose, date, time, venue and sender/receiver's name.
ii. write a reply to the invitations

Exercise 1: You will need: plain white or coloured paper and colours.

Your class is planning an Eid Milan party and you want to invite your friends from another class. Make an interesting invitation card, showing venue (place, where it will be held), time, date and your class. Look at the example below.

Dear Maha,
You are invited to my doll's wedding
Date:25-10-2017
Time:5:30pm-7:00pm
Venue: My House
From: Zara.

Dear___________________________

You are invited to________________

Date:___________________________

Time:___________________________

Location/Venue :

From:__________________________

Note for Teachers:

Ask the students to work in pairs and make an attractive card. Tell them to make colourful drawings or use pictures. Also tell them that the three best will be put on the notice board.

Exercise 2: Write a short reply in your note book to thank the sender for inviting you. Look at the example below.

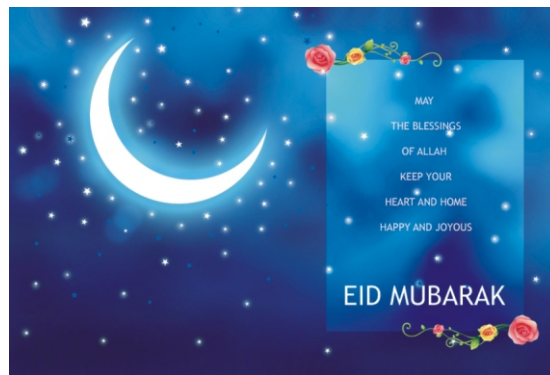
Example.

Hello Maha,

I am so excited to hear about your doll's wedding. I will come to the wedding. I will bring my dolls and *'mithai'* for everyone. Thank you and see you soon.

Love, Zara.

Exercise 3: Your little brother/sister is observing / her first fast(*roza*). Write a note to your cousin to invite him/her to the *Roza Kushai*. Don't forget to draw!

Exercise 4: Write your cousin's reply to the *Roza Kushai* invitation in your note book**.**

5.4 GRAMMAR

By the end of this section, the students will be able to:

i. Use Past Continuos Tense
ii. Use Future Simple Tense for expressing actions in future.
iii. Illustrate use of can / cannot, may/may not to express permission may be added according to production in the book.

Exercise 1: Put the verbs in the correct form (past progressive). The first one has been done as an example.

1. When I phoned my friends, they (play) were playing monopoly.
2. Yesterday at six I (prepare) ________________ dinner.
3. The kids (play) ________________ in the garden.
4. I (practice) ________________ for the qirat competition when you came home.
5. We (cycle) ________________ the whole day yesterday.
6. While Danial (work) ______________________ in his room, his friends (swim) ________________ in the pool.
7. I told them that I (tell) ________________ the truth but they did not listen to me.
8. Most of the time we (sit) ________________ in the park.

Exercise 2: Choose words from the list below to complete the following dialogue:

watch play read clean enjoy cook have work wash try

Marvi: What were all of you doing yesterday?

Rano: I ___________ the house.

Marvi: I ___________ the clothes in the morning.

Rano: My mother ______________ the food.

Marvi: My mother ____________ in the fields.

Rano: And my sisters _________ with the baby.

Marvi: My sister and I _____________ books in the after noon.

Rano: My mother and I ______ to finish the work so that we could visit grandmother.

Marvi: We ___________ television in the evening.

Rano: It seems you _____________ a good time.

Marvi: Yes, we _____________ ourselves.

Note for Teachers:

Explain to the students that sometimes we use the helping verbs 'was' and 'were' to describe things happening in the past. We use 'was' with singular and 'were' with plural nouns or pronouns.

Exercise 3: Put the following words in the correct order. Remember to use capital letters in the beginning and to add a full stop or question mark at the end.

1. Arabic cannot speak I

___

2. you me time can please tell the

___

3. foot ball can I play

___

4. she but can can't dance she sing

___

5. swim they can 100 metres.

___

6. you cannot with I come

___

Exercise 4: Read about Jaweria.

Hi! I'm Jaweria. I will tell you what I can or cannot do?

I can read books and I can play ludo, but I can't play carum board. I can't write songs but I can sing. I can't swim or ride a horse but I can feed the goats and milk the cow.

In the following box tick [✓] what Jaweria and you can do and cross [✗]what Jaweria and you can't do.

	JAWERIA		YOU	
	CAN	**CANNOT**	**CAN**	**CANNOT**
write a song				
play ludo				
play carum board				
read books	✓			
ride a horse				
sing				
swim				
feed the goats				

Exercise 5: Write sentences about what you can or can't do. You can add other things that you can or can't do.

e.g. I can play ludo, but I can't play carum board.

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____
4. ______________________________
____

Exercise 6: Complete these sentences with can or can't.

Abdullah: Hi Zoha! What's that?

Zoha: It's my magic pen.

Abdullah: (1) _______________ you write with it?

Zoha: Yes, I (2) _______________

Abdullah: Wow! I cannot see what you have written!

Zoha: (3) _______________ you see now?

Abdullah: Yes, I (4) _____________ , but I (5) _____understand how it works?

Zoha: Oh! I (6) _______tell you. When we put light on the writing it will glow and you (7)_______see it.

Abdullah: Zoha (8)_______I also try?

Zoha: Sure you (9)_______, but you (10)__________keep it forever!

5.4 GRAMMAR

Exercise 7: When we talk about the future we use 'will' with the verb.

Example: We (go) will go tomorrow.

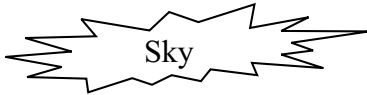
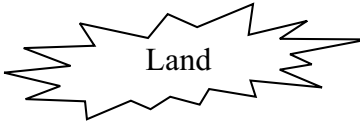
Fill the following blanks using 'will' with the given verb.

1. They (buy) _______________ a new house next year.
2. You (get) _______________ a lot of money on Eid day.
3. My mother (cook) _______________ my favourite dish tomorrow.
4. The teacher (take) ________________ us to the park on Saturday.
5. The train (leave) _________________ at 8 o'clock.

Exercise 8: Saeed, 18 years old, asked an old palmist (a person who reads lines on our hands) about his future. Here is what he told him. Write down the complete sentences using 'will' with the verb to show what will happen in the future. The first sentence has been done as an example.

1. You (be) **will be** very happy.
2. You (get) ________ a lot of money.
3. You (buy) ________ a beautiful house.
4. Your friends (be) ________ jealous of you.
5. You (meet) ________ a beautiful girl.
6. You (marry) ________ her.
7. You (travel) ________ around the world.
8. People (serve) ________ you.
9. They (not refuse) ________ you anything.
10. But all this (happen) ________ only when you are 70 years old!

Exercise 9: Write down 5 sentences in your note book to tell what you will do;

1. tomorrow
2. next week
3. next month
4. next year
5. after 5 years

Note for Teachers:

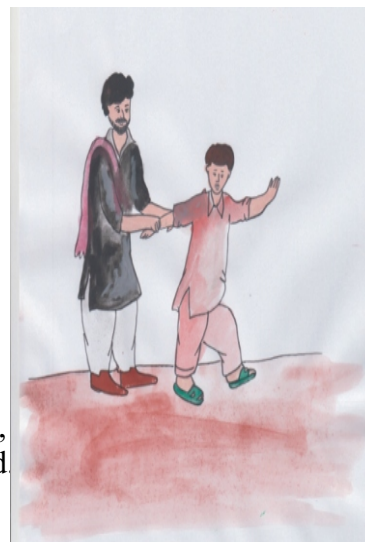
Explain to the students the use of 'will' to show the future tense. Write some sentences on the blackboard to explain the rule.

Vocabulary

Exercise 1: Make a list of at least 7 related words, which come to your mind when you hear these words.

(i) (ii)

Exercise 2. Put all these words in an alphabetical order.

Exercise 3:
Sing the poem on "row, row, row your boat" tune. After practicing a few times, do it with actions or plan a day to perform in the morning assembly.

GOOD DEEDS

Help, help, help around,
Helping shows you care,
It's nice to do other's work,
And be your friend's best pair.

Smile, smile, smile all day,
A smile makes you the best,
When we smile we feel happy,
And forget about the rest.

Plant, plant, plant more trees,
Grow them all around,
You can dream of getting fruits,
When trees pop from the ground.

Listen, listen, listen now,
Remember all these things,
If you'll do as you're told,
You'll see what good it brings.

Exercise 4: Read the poem and list the rhyming words below. Add one more of your own. The last one has been done as an example.

1. ____________, ____________, ____________
2. ____________, ____________, ____________
3. ____________, ____________, ____________
4. things, brings, flings.

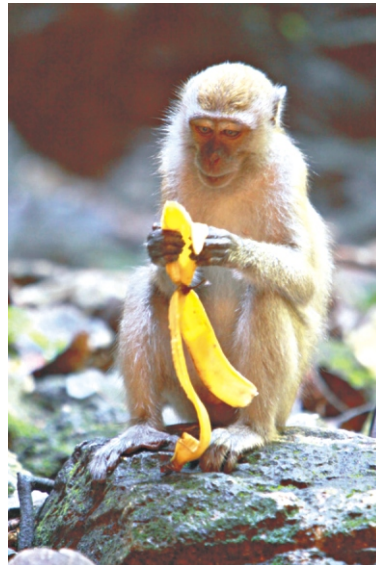
Masoom Monkey's Mystery Question

Find out what is Masoom Monkey trying to ask you? Decode the question .

AEHV
STP
XVVO
RS
CEOEOE ?

Tips on how to decode :

Change all:

A's with H
E's with A
H's with V
V's with E
S's with Y
T's with O
P's with U
X's with S
O's with N
R's with M
C's with B

Masoom Monkey is asking, "____"?

Money is not everything

Sajid Ali was a young man. He was very poor and unhappy. One day he was sitting outside his hut and feeling very sad. A wise old man saw him and spoke to him.

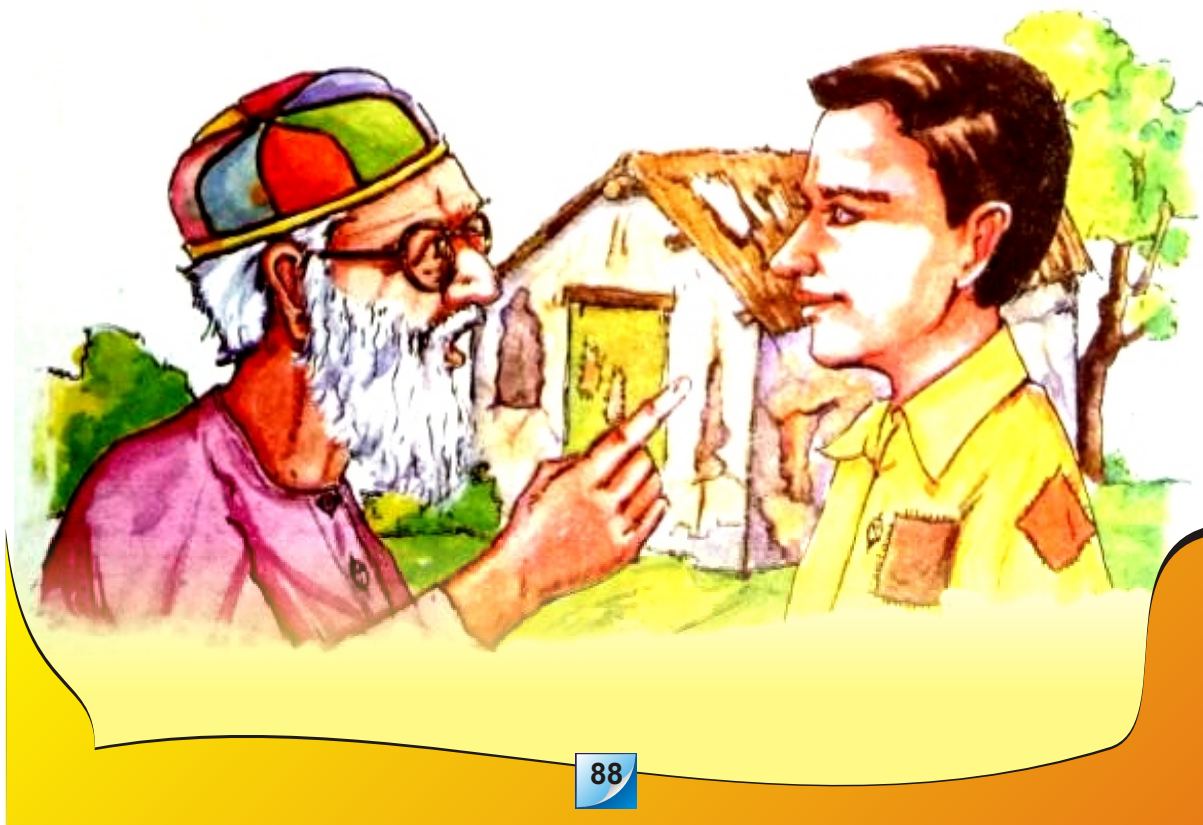
Wise old man: Why are you so sad, young man?

Sajid Ali: My clothes are like rags. The roof of my house leaks in the rain. I wish I had a lot of money. It will make me happy.

Wise old man: You have a lot of money, don't you know that?

Sajid Ali: Sir , do not make fun of a poor man.

Wise old man: No, it's true:

Sajid Ali: Then, where is the money?

Wise old man: These are your hands. If I give you one hundred gold pieces, will you cut your hands off?

Sajid Ali: I am not a fool. I shall not sell my hands for a hundred gold pieces.

Wise old man: What about your eyes. Will you sell them for five hundred gold pieces?

Sajid Ali: Oh no! I shall not sell them even for five hundred bags of gold.

Wise old man: Then why are you sad, young man? You are strong and healthy. No money can buy health and strength. You can work hard and become rich. Be thankful to Almighty Allah for what he has given to you.

Sajid Ali is working hard. He is not sad any more. He is very happy now.

Safety First

Up the street I look and see

If any traffic's near to me;

Down the street I look as well,

And listen for a horn or bell.

There's something coming - wait a bit!

If I run out I may be hit!

But now the road is really clear,

No car or motor bike is near,

I'll run across the road so wide....

Hurrah! I'm safe the other side.

(Enid Blyton)

Note for Teachers:

Teach each verse and ask students to repeat after you. Then ask them to read the poem. Encourage them to learn the poem by heart. Discuss the poem.